

Integrative Seminar E01 PSYCH 4884 - Summer 2020  
June 1-25  
Asynchronous Learning - Psychology Department  
University of West Georgia

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### Course Summary

This course is designed to provide you with an integrative “capstone” to complement the courses you have taken as a psychology major. The basic aim of this course is to have you reflect on your central learning(s) of psychology, and to then direct such reflection into the creation of various personal, academic, and professional development. Also, there are two central philosophies driving this course. They are *reflection* and *repurpose* as related to your life.

First, reflection is used as a tool to better understand the journey you have been on as well as identify the key moments in your life that are significant and in some cases, life changing. It seems as though it is easy to forego those moments and miss the meaning we are *supposed* to extract from them.

Secondly, the term repurpose has been used in our vocabulary today as a way to use something that was discarded. I find this interesting since we tend to discard our experiences and not repurpose them to help create something new, our future. In this course, these two principles will be our guiding philosophies as we create new pathways for your life.

Finally, there are two focused aspects or pathways of this course: 1) the development of a professional portfolio as you secure your career choice and 2) the development and of a grad school portfolio to gain entrance into a grad program.

### Course Format and Your Role

This course will be conducted in an online environment. What this means is that you are responsible for the completion and full understanding of all assignments related to this course. It is a common belief that online learning is easier than face-to-face, but it has been my experience that online courses require more time and personal dedication. The course, and your performance in it, will be optimal if you prepare for and attend to every component. This course is solely reliant on D2L components. It is thus 100% your responsibility to familiarize yourself with all of the technological requirements to complete an online course. If you have questions about anything technology related, please contact [Distance Education](#) or call 678- 839-6248. You will need Microsoft Office for this course, which is provided free by UWG at Student ITS.

### Course Objectives

1. To become better-prepared for life after graduation, whether you will be entering the work world or going on to graduate school
2. To take practical steps toward professional and academic development
3. To create a quality resume or portfolio to use in your future endeavors

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### Instructions

Please select one of the pathways outlined under the section labeled “grades’ in the syllabus. In this course, you will complete the assignments related **to either** the Career Pathway Portfolio or Grad School Pathway Portfolio. **The choice is yours or you can do both.** I want to give you as many resources as possible to help you be successful in your next life adventure. **However, you will only be graded on one pathway.**

### Required text

Palmer, P., (2010) Let your life speak: Listening for the voice of reason. Wiley Press, NY

### Grades

Life Review – 100 points

Life Plan – 100 points

Career Pathway Portfolio – (100 points total) – (Resume – 50 points and Cover Letter – 50 points)

**OR**

Grad School Pathway Portfolio – (100 points total) – (CV - 50 points and Letter of intent – 50 points)

Let your life speak: Listening for the voice of reason – Book Review (100 points)

Video Narrative Project – 100 points

**Total points possible – 500 points**

### Grading Scale

Course grade is determined entirely by the total points a student earns:

90-100% - A

80-89% - B

70-79% - C

60-69% - D

Below 60% - F

### Course Requirements

Take a moment and become familiar with the instructions for this course and note an up to date computer and internet access is required to complete the course. All documents will be uploaded into Course Den (D2L) and must be completed using [APA 6<sup>th</sup> Edition](#) format.

### Life Review Instructions

Life Review is designed to help participants deepen their understandings of their life histories in ways that enable them to better chart their futures. By more completely understanding the past – where we have come from and what we have done – we can more effectively plan for and take action toward the preferred futures that we want.

Participants prepare for the Life Review by writing and reflecting on four foundational life themes.

Theme by theme, each participant reads what he or she has written and then has the opportunity to hear from the other participants the impact that his or her story had on them. By contributing in these ways, participants often become more aware of key life events that shaped who they are and of how they came to make important decisions, develop their strengths and values, respond to and overcome difficulties, and accomplish what they did.

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In the Life Review process, awareness, insight, meaning-making, and learning occur at several stages, including:

- during the preparation/writing of your stories
- during the reading of your stories
- while you listen to and make connections with the stories of others - after the reading as you reflect on and integrate your experiences

This package includes **three** writing assignments on important life themes, which are to be completed prior to the reading. Please complete the writing assignments on the following pages on the themes of:

1. The Major Branching Points in Your Life
2. Your Family
3. Meaningful work you have/are engaged in

Plan your time so that you can work on these assignments one at a time, not doing more than one theme at each sitting. Many people at Life Review workshops have said that they were surprised that it took longer than they expected to complete the assignments, so please allow plenty of time for each assignment.

Some people find that initially they feel hesitant about committing words to paper. Your first notes need not be more than jottings of memories, thoughts, or feelings that will be shaped more and more as you think about the themes over time. Some also find that they want to revise what they have written several times. Each time you revise and rewrite, you are adding to your understanding of the way events, people, and circumstances have shaped your life.

What you choose to write and then to read at the reading will always be under your control. Even during the reading of your story at the reading, you may choose to omit certain parts.

Complete the writing as a personal exercise, rather than in consultation with others. After the reading, you can decide which parts of your story – all, some, or none – to share with others should you choose to do so.

For each of the three themes, prepare two typewritten (or four handwritten) double-spaced pages. Of course, while drafting your assignments you're free to write as much as you like on each theme. However, for your final versions no more than two double-spaced typewritten (or four double-spaced handwritten) pages on each theme to the workshop for reading to the group. There is a limited amount of time at the workshop for each theme and each person, so it will be essential to keep to these page limits.

Writing and engaging in self-reflection on each of the four themes is the first step in the Life Review process. The themes, along with some "prompting questions" for you to consider as you write and reflect, are provided on the following pages. Please don't be put off by the number of prompting questions for each theme. These are given only to help promote and encourage your writing. Some may resonate with you while others may not, so select as many or as few of the prompting questions that are meaningful to you as you like. Note that the prompting questions are not meant to be answered individually.

To facilitate the integration of your life stories, the writing assignments are best done in complete sentence and paragraph form, not in point form. The act of writing, particularly in full sentences and paragraphs, stimulates more reflection than point-form writing does, and this makes the Life Review process more meaningful. Hopefully, you will discover that this is the most enjoyable homework you've ever done, because these are *your* stories!

Reading your story and being listened to by the other participants at the workshop is the next step. Confidentiality of the stories shared and careful use of equal airtime enhance the depth of personal

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learning. Some people have said that they felt self-conscious the first time they read aloud, but that the feeling didn't last long. Remember too that you have complete control over what you write and what you choose to read (or omit) at the workshop. The choice is always yours. The goal is for you to feel comfortable with what you share with the group.

As you listen to others' stories, you may find that their stories expand your reflections on and understandings of your own stories. As you compare and contrast your stories with those of others in the group, you may come away with a greater appreciation for the stories of your life.

Your writing is yours to keep. You may choose, after the reading, to share it (or not) with family or friends, but, please, do not share any of your writings before the reading. Keep your writings private for now, and do your writing alone, without discussion or input from others.

As well, you will need a photograph chosen by you of yourself as a child that seems significant to you.

### Life Plan (3-5 pages, double spaced)

After you have written about your significant life events, you are ready to write your life plan. This part consists of four general areas containing thought-provoking questions. Please respond to the following guiding questions. Feel free to ignore or add to these questions as you see fit. Remember, this is a creative and dynamic document, so make it your own, and try to integrate what you wrote in sections 1 and 2.

#### 1. Conceptual image of yourself, both personal and professional

Who are you? – What do you do? Who do you do it with? What value do you add to your world? – How do you introduce yourself? Who do you say you are to others? • What are your personal strengths? Why? What are you good at? What are your technical and professional competencies? • What are your weaknesses? Why? • What do you have passion for? What gives you joy? • Who do you learn from? What are you learning from them? Are you a mentor to anyone? If so, to whom, and concerning what area? • How well do you manage the agreements you make with others and yourself? How do you manage trust with others? How trustworthy are you? • What results are you producing? Why? How do you achieve results? What is your approach when results are not forthcoming?

#### 2. Purpose, personal, and professional vision

What is your life's purpose? Why are you here? What are you here to accomplish? • If your life were digitally captured, and you fast-forwarded the recording so that you were at the end looking back, what do you see? How do you feel? • What in your past would you change?

#### 3. Goals and objectives (2–5 years), both personal and professional

What are your goals and objectives? • What areas in your life do these goals and objectives encompass? What areas are not addressed? • How would you know if these goals and objectives were accomplished?

#### 4. Near-term actions (3–6 months)

What actions will you take to improve yourself personally and professionally? What results do you expect to create in the next 3–6 months? • What will you experiment with? What risks will you take? • What will you read, do, study, experience to make this happen?

What feedback will you seek? • What relationships will you create, mend, or improve? • How will you build agreements and trust?

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### Career/Academic Pathway

After working on the parts of this course that brings you to reflect on your life and explore the possibility of repurpose, what pathway have you decided to choose? Are you moving towards a career after graduation? Maybe grad school is the pathway you have selected and need to begin the process of preparing for additional education. Based on your decision, this section is designed for you to gather the necessary information and resources that will equip you to support your decision. Please make an appointment with Career Services and explore what resources are available to transition you to the next chapter of your life. Here are a few questions to consider– What pathway have you decided is best for your life? • Grad-school? • Career? What documents are needed to support either pathway? • Do you have a resume? • Do you have a cover letter? • Do you have a Curriculum Vite (CV)? • Do you have a Letter of Intent or Research Statement? • What was the main reason for your visit to Career Services? • What did you learn? • What was the experience of visiting Career Services like?

### Video Narrative Presentation - Life Digital Narrative (3-5 Minutes)

As you bring everything to a close, this final video presentation is a culmination of the components of this course. In this final assignment you will incorporate the two overarching philosophies of this course as well as the work you have done and professionally present *your- 'self'* the way you want to others to know your narrative. You will be doing a **Digital Narrative** of your life, based on the work you have done in this course. This assignment needs to be well thought out and planned, as well as edited to the best of your ability. In other words, do not sit in your car, or in your bathroom and hold your phone and read from a script. I am looking for you best professional attempt, not perfection but excellence. Remember, this is your 3-5-minute moment to showcase the college graduate who is ready for the next chapter of his/her life. I will post an example for you to have an idea of what I am looking for.

### Policies

#### Communication & Engagement:

The best way to communicate with me is through email. On weekdays, I will attempt to respond to you within 24 hours and 48 hours on the weekends. If I am out of town or attending a conference, responding may take longer than normal. I would strongly suggest that you use the email system within Course Den to communicate with me. All course related communication will be done within Course Den. It is important that you log into Course Den regularly for any updates or additional information related to the course. It is also important to maintain a strong professional manner in communicating with me. Your emails should be structured as follows:

Subject: "Your Name" and "4884-Section #"

Body of email: (Dear/Hello) Professor/Dr. La Fleur

"The reason for your email" - Well constructed and professionally written!

"End with Thank you or an appropriate ending".

If this format is not followed, this can/will affect your final grade!

One of the goals of this course is to get you ready for life 'post grad' and the way we communicate is an important of your transition. I urge you to me mindful of your email messages. I will not accept poor

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grammar and texting language in your emails to me. Being professional and having appropriate boundaries are critical to your engagement with the ‘real world’.

### Academic Integrity

Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (please see your student handbook). Students caught engaged in any form of academic dishonesty will minimally be given a failing grade on the assignment or exam in question.

### Accommodations

Students with special needs as determined by the [Counseling and Career Development Center](#) must submit a letter to the instructor within the first two weeks of class (or as soon as the needs have been determined) specifying the accommodations they require.

### Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

### Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

### UWG Copyright Statement

[See statement](#)

### Support

If you need technical assistance, please see [ITS](#). For UWG ONLINE please seek help at the [following link](#). If you are having academic difficulties, please seek assistance through [Center for Academic Success](#). If you are having other difficulties, please seek assistance through [UWG Cares](#) or by clicking [here](#).

### Plagiarism

[See UWG policy](#)

### Student Rights and Responsibilities

[See UWG policy](#)

### Work Due Policy

All assignments are due at the times specified. There is a 3-day window where assignments will be accepted with a 10pt penalty per 24 hours that they are late. After 3 days, if your assignment is still not turned in, you will receive an automatic zero.

### Network Usage Policy

[See policy](#)

### Important Dates

For information on important dates click [here](#).

### Important Information

Please carefully review the following [link](#), it contains important material pertaining to your rights and responsibilities in this class. These statements are updated as federal, state, university and accreditation standards change, and you should review these standards every semester.

### Technology

Mobile devices are part of our culture and society today. While I am a huge fan of technology, during class time please abstain from using your devices to 'stay connected' to the rest of the world. The time we have together is part of an invitation to share dialogue and connect with one another that is different from the connection brought about by mobile devices. Please respect the classroom environment as a space to think and interact with each other.

### Stress and Well-Being

Taking a college course “should” be difficult, in the sense that it ought to challenge you to expand your way of thinking. However, stress can overwhelm students and reach an unhealthy level. For that reason, it is important to note that students’ ‘well-being’ has priority. This is not a convenient excuse for laziness or a lack of commitment to the difficult work involved in the course. Nevertheless, if you begin to feel overwhelmed, I ask that you please come see me as soon as possible. I can help connect you to resources that will aid you in establishing a healthy balance.

This syllabus is an evolutionary document; therefore, the dates of exams, projects, etc. may be revised as the semester progresses. Thus, the dates contained in this syllabus are NOT binding. Syllabus subject to change at professor’s discretion.

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Proposed Course Outline

<b>Week</b>	<b>Assignment</b>
1 – June 1	Life Review – <i>(video to be posted by 6/7 @ 1159PM)</i>
2 – June 8	Life Plan – <i>(due 6/14 @ 1159PM)</i>
3 – June 15	Resume (Professional Portfolio)/CV (Grad School Portfolio) Cover Letter (Professional Portfolio)//Letter of Intent (Grad School Portfolio) – <i>due 6/18 @ 1159PM</i>
4 – June 22	Parker Palmer – Let your life speak: Listening for the voice of vocation – <i>(due 6/24 @ 1159PM)</i>
	Final Video Presentation - 3-5 minutes of <i>reflection</i> and <i>repurpose</i> <i>(due 6/25 @1159PM)</i>

Please note this schedule is subject to change at the instructor's discretion.